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ABSTRACT

Geared toward early childhood educators, reading and writing teachers, bilingual and English as a Second Language teachers, and to courses in these fields, this yearbook examines the issues of linguistic and cultural diversity in early childhood programs. Following an introduction (Eugene Garcia and Barry McLaughlin) on the cultural context addressed by the yearbook, the chapters are: (1) "Meeting the Needs of Young Second Language Learners" (Rachel Grant); (2) "Language Development in Bilingual Preschool Children" (Fred Genesee and Elena Nicoladis); (3) "The Carpinteria Preschool Program: A Long-Term Effects Study" (S. Jim Campos); (4) "Assessment of Bilingual Children: A Dilemma Seeking Solutions (Celia Genishi and Margaret Borrego Brainard); (5) "Mexican-American War: The Next Generation" (Howard L. Smith and Paul E. Heckman), a discussion of an elementary school playground fight which becomes emblematic of the clashes between Spanish-dominant and English-dominant children; (6) "Socialization and the Development of Cooperative, Competitive, and Individualistic Behaviors among Mexican American Children" (George P. Knight and others); (7) "Diverse Families" (Francisco A. Villarruel and others); (8) "Family Support: Diversity, Disability, and Delivery" (Karen Shu-Minutoli); (9) "Role of Parents in Responding to Issues of Linguistic and Cultural Diversity" (Patricia A. Edwards and others); (10) "Preparing Teachers for Early Childhood Programs of Linguistic and Cultural Diversity" (Olivia N. Saracho and Bernard Spodek); and (11) "The Future Challenge of Linguistic and Cultural Diversity in the Schools" (Olivia N. Saracho and Bernard Spodek). (AJH)

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